Endeavor Academy

2014-15 School Improvement Plan

Endeavor Academy

14063 KEN AUSTIN PKWY, Brooksville, FL 34613

www.edline.net/pages/hcsb_star

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	80%

Alternative/ESE Center	Charter School	Minority
No	No	39%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To create a safe, caring and structured environment for at-risk students. Students are empowered to take responsibility for their social, behavioral and academic goals.

Provide the school's vision statement

To develop a "new" beginning for at-risk students aimed at success. "Vita Nova"

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Due to the diverse population of Endeavor Academy, students come to the school through various avenues. Students are placed at Endeavor Academy through either the District Intervention Committee, in lieu of Expulsion, or placed by the court system. Each student has an orientation meeting with staff to learn student history, academic and behavioral challenges.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Endeavor Academy has a full time Student Resource Officer on staff. Unlike the traditional school, Endeavor employs two full time Violence Prevention workers to address any safety concerns that may arise from the moment they get off the bus to the moment that get back on the bus.
Students never travel the campus unsupervised to ensure a safe environment.
Endeavor has no extra-curricular activities at this time.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each student at Endeavor Academy receives a Behavior Points card that tracks their leadership, communication and responsibility status on a daily basis. The daily points are recorded to track each students progress as they advance through the 5-Tier Ranking System which determines their ability to transition back to their zoned school. The points are set up into clear categories that all students, teachers, and staff can follow. These rules and guidelines are posted throughout the campus for students, and staff to reference.
Violence Prevention workers are employed to assist with disruptive students.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All Endeavor students have the opportunity to meet with the Certified School Counselor to discuss any personal and/or academic issues that may arise. Other counselors, such as the school Social Worker, school Psychologist, Drug Counselors and Behavior Specialists visit the school on a regular basis. Community partners such as the Dawn Center, Hernando County Health Dept., as well as the Dept. of Juvenile Justice meet with students weekly.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Endeavor Academy utilizes Performance Matters, RtiB, Edline and TERMS to track students.
The at-risk indicators for high school students include : attendance, discipline referrals, coursework performance, GPA, and credits.
The at-risk indicators for middle school students include : attendance, discipline referrals, and coursework/state assessment performance.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	15	11	19	10	11	9	1	76
One or more suspensions	16	12	23	12	8	7	1	79
Course failure in ELA or Math	15	12	19	10	8	6	1	71
Level 1 on statewide assessment	10	10	19	7	7	2	1	56

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	16	12	24	12	11	8	1	84

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Child Study Team meetings address student truancy. Academic study hall is scheduled where students are able to make up any missing work. Compass Odyssey lab is available for students who are academically deficient. The rank board system requires a "C" or better in every class which is required for each student to return to their zoned school. Teachers contact the parents of students who fall below a 70%.. Daily phone calls are made by the office secretary when students are absent from school.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

All parents and students at Endeavor Academy attend an intake meeting with an administrator and/or violence prevention worker. Students are given expectations and introduced to the ranking system in place at Endeavor Academy.
Parents and students are invited to attend open house events throughout the year to meet with teachers and administration.
Parents and students are invited to attend Rank Advancement ceremonies when students have met requirements to advance through the ranking system at Endeavor Academy in order for them to transition back to their zone schools.
Student grades are posted weekly on Edline for both parent and student access.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Endeavor Academy has partnered with local organizations such as the Dawn Center, the Division of Juvenile Justice, Hernando County Health Department, and Pasco Hernando State College to provide counseling and support for students to be successful in and out of the classroom.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Jones, Latressa	Principal
Brown, Calvin	Administrative Support
Webster, Kimberly	Teacher, K-12
Arey, Erin	Teacher, K-12
Dancsak, Heather	Guidance Counselor
Green, Royce	Teacher, K-12
Kinkaid, Stephanie	Teacher, K-12
Mobley, Dwayne	Teacher, K-12
Napier, Alan	Teacher, K-12
Odachowski, Greg	Teacher, K-12
Rushton, Daniel	Teacher, K-12
Torres, Kevin	Teacher, K-12
Vasquez, Nancy	Teacher, K-12
Vitalo, Joseph	Teacher, K-12
Zack, David	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team comprises of the school principal, instructional staff, the certified school counselor, assessment teacher, and the teacher on special assignment. (Note that Endeavor Academy does not have an assistant principal like those found at traditional school settings.) Due to the nature of the school's size and population served, the duties of the members varies based on the project and area of focus. Two of the instructional members facilitate the weekly PLC meetings for the instructional staff on various professional development tools and lesson studies. All instructional staff monitor and implement the information for the PBS point card system as well as conduct parent contact on student academic progress. The instructional staff also collects data on academic matters related to the Florida Standards and through the PLC's aligns their curricula with the standards. The school guidance counselor and teacher on special assignment gather and monitor rank board information and then conduct meetings with the principal, students and a representative from the students' zoned school. The assessment teacher provides the staff with data for state assessment projections and assists with data collection. Analysis of student academic progression, assessment data, and seeking trends is the responsibility of the entire leadership team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The need for various counseling services is a necessity since many of Endeavor Academy students have been assigned based on their behavioral issues. Based on this criteria, the principal has been able to secure resources from the Dawn Center to facilitate twice-a-week group counseling specifically for Endeavor's female population. The Division of Juvenile Justice provides weekly anger management sessions for the male population. With further analysis of the data, the leadership team has the ability to identify any additional needs based on student population. Additional needs include, but are not limited to assisting students that are missing academic credits, as well as addressing the needs of students who are two or more years behind their cohort class. The principal is ultimately responsible for making the decision on how to allocate resources based on the input from data analysis meetings and from coordinating the leadership and SAC meetings in which some financial decisions are drawn from.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Latressa Jones	Principal
Calvin Brown	Teacher
Marion Jones	Education Support Employee
Kimberly Webster	Teacher
Cynthia Moore	Business/Community
Ben Wilson	Business/Community
Ed Chester	Business/Community
Harry Johnson	Business/Community
Dianne Yoder	Business/Community
Todd Vraspir	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC reviewed the goals and strategies for last year's School Improvement Plan. Goals were modified based on the effectiveness and appropriateness of the plan.

Development of this school improvement plan

The SAC provides feedback of the goals and strategies indicated in the School Improvement Plan. Throughout the year progress reports will be given to the SAC for discussion and review.

Preparation of the school's annual budget and plan

Account #
Amount
Explanation/Justification
Supplies
110.5100.510.0331.584
6000.00
10 Teachers: We supply all classroom materials for students. Pencils, pens, notebooks folders etc.
Postage
110.5100.371.0331.584
750.00
All mailings: letters to parents, discipline referrals mailed home, report cards, increased parent communication w/progress reports
Dues and Fees
110.5100.730.0331.584
1200.00
10 students: payment for the GED test ($120.00) per student
Clinic Supplies
110.6130.510.0331.584
1500.00
Band Aides, first aid etc.
Installation of mandatory curtain
Rentals
110.7300.360.0331.584
450.00
Pure Refreshment and Zephyrhills water cooler
Administration/office Supplies
110.7300.510.0331.584
2000.00
All consumables for office staff, purchase copy paper increase due to direct instruction.
Travel
110.5100.332/333.0331.584
750.00
Teachers and Administrator traveling to other schools (professional development partnership) or conferences out of county for training.
Field Trips
110.5100.331.0331.584
1500.00
Academic based trips that provide academic and supplemental experiential education
Textbooks

110.5100.520.331.584
2500.00
Supplemental/Consumables
Meet requirements for direct instruction
Printing
110.5100.510.0331.584.5111
1000.00
Point cards, toner for teachers and administration
Software
110.5100.692.0331.584
1250.00
Supplemental for core curriculum and intervention software
Computer hardware
110.5100.644.0331.584
1250.00
Computers and or printers needed throughout school year.
Gasoline
110.7900.450.0331.584
300.00
Purchase of gas to run equipment:
Gator, pressure washer, leaf blower.
Repairs and or parts
110.7900.350/550.0331.584
1500.00
Cost for repairing equipment:
Gator, leaf blower, pressure washer, carpet machine, vacuum, floor scrubbers, shop vac
Copier
110.5100.351.0331.584.7301
2000.00
Cost to operate 2 copy machines.
Total 23,950.00

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Webster, Kimberly	Teacher, K-12
Zack, David	Teacher, K-12
Vitalo, Joseph	Teacher, K-12
Torres, Kevin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT helps to promote literacy by focusing on improving reading comprehension skills as well as writing skills for all students at Endeavor Academy. The LLT confers with the faculty to familiarize them with the new FSA ELA testing.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Faculty participates in weekly PLC meetings focusing on the various resources available for the semester lesson study.. Faculty also participates in "Thoughtful Thursday" faculty meetings where participation and camaraderie are encouraged. Thursday meetings also include problem solving discussions to encourage positive behavior among staff. The staff at Endeavor is also working on cross curricular lesson plans.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

To recruit and retain highly qualified teachers at Endeavor Academy, open positions will be posted internally through the District employment opportunity website. Endeavor Academy also reaches out to colleges and universities for eligible candidates. Detailed interviews are conducted to assure potential employees are of high quality. If no internal candidates apply, then the position will be opened to the public and only highly qualified individuals will be interviewed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

There is currently only one new teacher at Endeavor Academy. We are following the district guidelines for the mentoring program of new teachers. The new teacher is aligned with a subject area CET teacher on Endeavor campus.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

On a weekly basis, teachers submit to administration lesson plans that include the specific Florida standards addressed in their lessons.
Essential Questions, State Standards and daily agenda are posted in every classroom.

As part of the PLC agenda, the teachers will be using EQuIP to cross evaluate each other's lesson plans as aligned with the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All teachers are proficient in the use of Performance Matters and TERMS to determine student deficiencies/proficiencies. Due to the small class sizes at Endeavor Academy, students are afforded extended time to complete assignments and study for state assessments. In addition, study hall is available for credit recovery, ACT/SAT prep, FCAT remediation, and /or completing missing work as appropriate to the students' needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

N/A

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All students go through an orientation upon enrollment where they are introduced to the rules, and procedures as well as the ranking system that is in place at Endeavor Academy.
When students are eligible for rank advancement, a rank board boarding meeting, which includes a representative from the students' zoned school, is scheduled. This is an opportunity for students to meet with a representative from their zoned school to discuss their progress and their eligibility to transition back to their zoned school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The students at Endeavor Academy will have the ability to attend field trips to local colleges and universities, such as Pasco Hernando State College and the University of South Florida.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Due to the small size of Endeavor Academy, and the constant transition of students entering and exiting the program, there are currently no certification programs available.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Due to the small size of Endeavor Academy, and the constant transition of students entering and exiting the program, there are currently no integrated and technical education courses available

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Endeavor Academy offers direct instruction for English IV for College Readiness for our high school seniors. High school students who are in need of other elective credits are done through virtual school. Study hall is available to all Endeavor students where they have the opportunity for ACT/SAT prep in both Math and Reading.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To decrease the number of students with 10% or more days absent from school while in attendance at Endeavor Academy.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To decrease the number of students with 10% or more days absent from school while in attendance at Endeavor Academy. 1a

Targets Supported 1b

G044838

Indicator	Annual Target
Attendance Below 90%	50.0

Resources Available to Support the Goal 2

- School staff including the SBLT, Violence Prevention workers, and the School Resource officer.

- District support staff such as the school social worker and child psychologist.

- Community support such as the Dawn Center.

- School support staff such as secretaries.

Targeted Barriers to Achieving the Goal 3

- Motivation of students to enjoy coming to school for educational purposes.

- Students transition into Endeavor Academy throughout the school year with excessive absences from their zoned school as well as during the transition period.

- Social-emotional and behavioral issues in the students' personal lives often impact the students' attendance.

Plan to Monitor Progress Toward G1. 8

Attendance data will be collected and reviewed through out the year.

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Evidence of success would be the percentage of students eligible to attend monthly PBS awards. This data will be compared from month to month to show if the percentage of students eligible to attend has increased which would then determine the success of the strategy.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. To decrease the number of students with 10% or more days absent from school while in attendance at Endeavor Academy. 1

🔑 G044838

G1.B1 Motivation of students to enjoy coming to school for educational purposes. 2

🔑 B110468

G1.B1.S1 Encourage and motivate students to attend school and do their best by utilizing the PBS rewards system. 4

🔑 S135363

Strategy Rationale

If students are motivated to attend school, then they are more likely to have success in the classroom.

Action Step 1 5

Students' attendance will be tracked through TERMS.

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Attendance reports will be run from TERMS and placed into a spreadsheet to calculate attendance percentages.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

In order to monitor fidelity, attendance data will be collected and reviewed monthly.

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

The administrative team will review attendance data reports.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Attendance data will be collected and reviewed to determine the effectiveness of the PBS reward.

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

The leadership team will review the attendance data to ensure strategies are effective.

G1.B2 Students transition into Endeavor Academy throughout the school year with excessive absences from their zoned school as well as during the transition period. 2

🔑 B123780

G1.B2.S1 Child Study Team meetings are held to identify truant students. 4

🔑 S135632

Strategy Rationale

To address excessive absences which are impacting academic progress.

Action Step 1 5

Parents and an administrative representative conduct truancy hearings.

Person Responsible

Heather Dancsak

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Reduction of absences after truancy meeting shall become evident.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will complete student progress monitoring sheets prior to truancy hearings.

Person Responsible

Heather Dancsak

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

The collection of the pre-truancy hearing progress monitoring sheets.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Attendance reports will reflect the reduction of absences.

Person Responsible

Heather Dancsak

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student absences will decrease.

G1.B3 Social-emotional and behavioral issues in the students' personal lives often impact the students' attendance. `2`

🔍 B123783

G1.B3.S1 There are several support staff members on campus daily who help students deal/cope with social-emotional issues. Outside agencies also come in to provide counseling and support for identified groups of students. `4`

🔍 S135887

Strategy Rationale

Providing students with a support system and teaching them coping skills is effective when it is aligned with social emotional issues. Several of the programs and techniques used are data based and shown to have a high success rate with at-risk populations.

Action Step 1 `5`

Counseling program is implemented school wide.

Person Responsible

Heather Dancsak

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Collection and analysis of daily point cards used for rank progression.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

In order to monitor fidelity of the implementation of the programs data will be reviewed monthly during the rank board meetings.

Person Responsible

Heather Dancsak

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

The advancement of students through the rank board system.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Behavioral data will be collected and reviewed by the rank board to determine the effectiveness of the program.

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

The leadership team will review the student success rates through the rank board to ensure strategies are effective.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students' attendance will be tracked through TERMS.	Brown, Calvin	9/1/2014	Attendance reports will be run from TERMS and placed into a spreadsheet to calculate attendance percentages.	6/3/2015 monthly
G1.B2.S1.A1	Parents and an administrative representative conduct truancy hearings.	Dancsak, Heather	9/1/2014	Reduction of absences after truancy meeting shall become evident.	6/3/2015 monthly
G1.B3.S1.A1	Counseling program is implemented school wide.	Dancsak, Heather	9/1/2014	Collection and analysis of daily point cards used for rank progression.	6/3/2015 weekly
G1.MA1	Attendance data will be collected and reviewed through out the year.	Brown, Calvin	9/1/2014	Evidence of success would be the percentage of students eligible to attend monthly PBS awards. This data will be compared from month to month to show if the percentage of students eligible to	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				attend has increased which would then determine the success of the strategy.	
G1.B1.S1.MA1	Attendance data will be collected and reviewed to determine the effectiveness of the PBS reward.	Brown, Calvin	9/1/2014	The leadership team will review the attendance data to ensure strategies are effective.	6/3/2015 monthly
G1.B1.S1.MA1	In order to monitor fidelity, attendance data will be collected and reviewed monthly.	Brown, Calvin	9/1/2014	The administrative team will review attendance data reports.	6/3/2015 monthly
G1.B2.S1.MA1	Attendance reports will reflect the reduction of absences.	Dancsak, Heather	9/1/2014	Student absences will decrease.	6/3/2015 monthly
G1.B2.S1.MA1	Teachers will complete student progress monitoring sheets prior to truancy hearings.	Dancsak, Heather	9/1/2014	The collection of the pre-truancy hearing progress monitoring sheets.	6/3/2015 monthly
G1.B3.S1.MA1	Behavioral data will be collected and reviewed by the rank board to determine the effectiveness of the program.	Brown, Calvin	9/1/2014	The leadership team will review the student success rates through the rank board to ensure strategies are effective.	6/3/2015 monthly
G1.B3.S1.MA1	In order to monitor fidelity of the implementation of the programs data will be reviewed monthly during the rank board meetings.	Dancsak, Heather	9/1/2014	The advancement of students through the rank board system.	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**